New York State ELA and Math Exam Data Analysis Report for Students with Disabilities

September 2011

Raevan Askew

Interim Acting Assistant Principal, Special Education and Social Studies

Included in this report is a comparative analysis of New York State English Language Arts and Mathematics performance for all students with disabilities grades 6-8 for 2010 and 2011. The data represented is compiled of student’s proficiency ratings for all exams.

**Performance Levels**

An examination of sixth grade ELA performance levels of students with disabilities indicate there was a decrease in students performing at level 2 and above from 54% to 45%. However there was an increase of students performing at a level 3 and above from 10% to 18%. No students in either year were at a performance level of 4. For English Language Learners in the sixth grade there was also a decrease in students performing at a level 2 from 40% to 33%. More specific subgroups of students with disabilities will be further analyzed later in the report.

Sixth grade performance in math shows an increase in student performance. Students performing at level 2 and above rose from 64%-68%. Students performing at a level 1 decreased 4% and students at a level 2 decreased 12%. Students performing at a level 3 increased 13% and 3% of students scored level 4, which is up from 0 in the previous year. English Language Learners in the 6th grade mirrored a similar trend to their SWD counterparts. Students performing at level 3 or above increased 7%.

Seventh grade comparisons of 2010 and 2011scores reveal similar trends to that of sixth grade scores. In math, there was a slight decrease in students performing at a level 2 or above with a 3% increase in students performing at level 3 and above. English Language Learner students showed an upward trend across all performance levels marking the only decrease in students performing at level 1.

On balance with sixth grade performance, the seventh graders showed a decline in ELA performance with the level of students performing at a level 2 or above dropping 4% and 9% for SWD and ELL’s respectively. No student in either category performed at a level 4.

Students with disabilities in the eighth grade showed a slight increase in scores across the performance levels with more students meeting basic standards and meeting proficiency. There was a decline of students performing at a level 4. English Language Learner students dropped 1% in students meeting proficiency and increased with students performing at a level 2 by approximately 10%. No students in any of these categories scored a level 4 in the 2010-2011 ELA exams. Math testing data shows that SWD showed an overall increase in performance across the performance levels. However, ELL students displayed a decrease in students performing at level 3 or 4 and more students meeting basic standards.

**Content Analysis**

A review of the 6th grade mathematics scores for SWD scoring at or above Level 2 for the 2010-2011 school year revealed that our students underperformed (with 35% or less scoring correctly) in Number Sense and Operations and Measurement. 7th grade performance reveals a similar pattern. 8th grade was on trend with sixth and seventh with additional weaknesses in algebra and geometry.

These same student subgroups were evaluated for patterns in the ELA exam. 8th grade students in these categories (SWD) showed greatest difficulty within the critical analysis and evaluation portions of the exam with specific attention to inferences, and filling in gaps with missing information.

7th grade patterns revealed that the greatest area of need was information and understanding with a similar focus of filling in gaps with missing, unclear or conflicting information. 6th grade results show a blend between information and understanding and literary response and expression as the greatest areas for growth.

A targeted analysis of the 2011 ELA and Math exam performance indicators show that in the areas that our SWD population underperformed, our general education population showed a lower percentage of correct responses as well. When comparing the performance of our general education population to our SWD population the difference in students scoring correctly on all questions was approximately 23%, with gains and decreases essentially mirroring one another.

Based on the findings of the comparative analysis of the ELA and Math exams for SWD students the following areas will be targeted for improvement:

**Performance Indicators to be targeted with the Students with Disabilities population in ELA**

**Grade 6**

* Read to collect and interpret data, facts and ideas from multiple sources.
* Recognize organizational formats to assist in comprehension of informational texts.
* Compare and contrast information about one topic from multiple sources.
* Recognize how the author uses devices, such as simile, metaphor, and personification to create meaning.
* Evaluate information, ideas, opinions, and themes in texts by identifying missing or unclear information.
* Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary.

**Grade 7**

* Draw conclusions and make inferences on the basis of explicit and implied information.
* Determine how the use and meaning of literary devices convey the author’s message or intent.
* Interpret characters, plot, setting and theme, using evidence from the text.
* Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary and structural analysis.

**Grade 8**

* Identify missing, conflicting or unclear information.
* Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary and structural analysis.
* Identify differing points of view in texts and presentations
* Question the writer’s assumptions, beliefs, intentions and biases.

**Performance indicators that need enrichment in our Students with Disabilities population in Math Grades 6-8**

* Number Sense and Operations
* Measurement
* Algebra and Geometry for grade 8.

**Targets**

* Students with Disabilities/ELL/Hispanic students. (21 students)
* Students with Disabilities in self-contained classes within .50 range of meeting proficiency in ELA and Math. (14 students ELA) and (12 students math)

**Improvement Plan**

1. Teachers will begin a targeted data-analysis to identify smaller subsets of students.
2. Review of IEP’s to ensure proper goal setting and differentiation for targeted students.
3. Development of interim assessments to be infused within class units that were developed by teachers utilizing UBD. These assessments will have the targeted skills embedded in them.
4. Continue PD on Danielson’s framework to enhance levels of rigor and multiple levels of understanding and application of skills.
5. Extended Day program that is differentiated to meet the needs of our ELL’s population, SWD population by specifically targeting performance indicators and interdisciplinary approaches to building comprehension in non-fiction texts.
6. Quality Improvement Plan that will provide professional development to teachers in areas such as taking a multi-sensory approach to developing reading strategies and comprehension in the classrooms.